

## ***Reasons Why An Appeal Should be Heard***

### **Concerns about the Curriculum Review Committee PART A**

The Curriculum Review Committee was handpicked by WCPSS to ensure an outcome of support for MVP (Mathematics Vision Project) as evidenced by:

- Selecting 16 members directly from WCPSS staff. Please note that an administrative action will be taken for any teacher not willing to implement MVP as directed. This creates an environment where staff are pressured to agree with curriculum choices. See EXHIBIT A (Committee Credentials Chart) and EXHIBIT B (Email from Denise Tillery listing a “administrative action” as a consequence).
- Selecting 1 member of the community **after** she emailed a **statement** of support for MVP, mentioned her ***pending*** grant contract to assist with MVP curriculum across the state of North Carolina, and her **current business** which provides services to assist with curriculum development, writing, and implementation. See EXHIBIT C (Email from Jennifer Curtis).

The Curriculum Review Committee lacked a significant percentage of members with math degrees as evidenced by:

- Only 2/21 (10%) people on the committee with an advanced math degree (Erin Krupa, which interestingly enough is also an NCSU professor-same place of employment as the chair of the WCPSS Board of Education and Jennifer Hontz)
- Only 4/21 (21%) people on the committee with high school math or higher ed math (Charlene Adams, Jennifer Curtis, Erin Krupa, and Jennifer Hontz)

EXHIBIT A

# **WCPSS' MVP MATH CURRICULUM REVIEW COMMITTEE**

## **Summary:**

**# on committee with ADVANCED MATH DEGREES: 2/21 = 10% of committee (TWO people: Krupa & Hontz)**

**# on committee currently licensed in HIGH SCHOOL MATH or higher ed math: 4/21 = 19% (4 people)**

Name of Committee Member	Employer	Job Title/ ROLE on Committee	Has Bachelors Degree in Math?	Has Masters in Math?	Has PhD in Math?	Degree Type	MATH License(s)?	School % Free Lunch & Demographics
Adams, Charlene	WCPSS	Teacher at East Wake High School	?	?	NO	?	Yes- NC Licensed in Math 9-12 & Math 6-9	EAST WAKE HIGH: free/discounted lunch: 57% White: 31% Black: 40% Hispanic: 25%
Ainslie, Jenny	WCPSS	Coordinating Teacher Special Education Services	NO	NO	NO	NO MATH DEGREE. Degree unknown.	NO HIGH SCHOOL MATH LICENSE BEYOND GRADE 9. Mathematics 6-9 Social Studies 6-9 Cross Categorical K-12 Language Arts 6-9 Science 6-9	N/A

Cabral, Crystal	WCPSS	Coordinating Teacher Elementary Math	NO	NO	NO	NO MATH DEGREE.	Elementary Education (K-6) Language Arts 6-9 Music K-12	N/A
Carter-Flumara, Leigh	WCPSS	Coordinating Teacher ESL	NO	NO	NO	NO MATH DEGREE.	NO MATH LICENSE. School Administrator: Principal Language Arts 6-9 Reading K-12 Elementary Education (K-6) Curriculum Instructional Specialist English as a Second Language K-12 Social Studies 6-9	N/A
Cook, Drew	WCPSS	Asst. Superintendent for Academics	NO	NO	NO	NO MATH DEGREE.	NO MATH LICENSE. Social Studies-middle school; Principal license	N/A
Curtis, Dr. Jennifer	Emerald Education President; former DPI Section Chief K-12 Math	President, Emerald Education	B.S. in Interdisciplinary Studies with focus on Applied Math & Science.	NO	NO	B.S. Degree in Interdisciplinary Studies focusing on Applied Mathematics and Science. Her M.S. Ed. from ODU is in Elementary & Middle Education.	NC licensed in Math 9-12; Math 6-9; Supervisor; Principal	N/A
Enns, Jonathan	WCPSS	Principal, Fuquay Varina High School	NO	NO	NO	NO MATH DEGREE.	NO MATH LICENSE. NC licensed school principal; NC licensed Science 9-12.	Free/discounted lunch: 25% White: 61% Black: 17% Hispanic: 16%

Gaddis, Marlo	WCPSS	Chief Technology Officer	NO	NO	NO	NO MATH DEGREE. Bachelors-Elementary Ed.; Masters Instructional Design; Certificate in Supervision	NO MATH LICENSE. School Administrator: Principal Computer Education Endorsement Elementary Education (K-6) Instructional Technology Specialist - Computers	N/A
Hontz, Jennifer	Meredith College	Parent Advisor-Cary High	YES	YES	YES-PhD in MATH	YES. Has Ph.D in Math.	Math professor at Meredith College	CARY HIGH: Free/discounted lunch: 32% White: 48% Black: 18% Hispanic: 23%
Jernigan Baker, Carla	WCPSS	Principal, Wake Young Women's Leadership Academy	NO	NO	NO	NO MATH DEGREE.	NC licensed in K-6; school administrator.	WYWLA: Free/discounted lunch: 34% White: 32% Black: 41% Hispanic: 17%
Krupa, Erin	North Carolina State University	Professor	YES-B.S. MATH	Yes- Masters in MATH	YES- PhD in MATH	YES- Has PhD in MATH	NCSU MATH professor.	N/A

Mascarenaz, Laurnyn	WCPSS	Director, Office of Equity Affairs	NO	NO	NO	NO MATH DEGREE. B.A. in American & Ethnic Studies; M.A. Language, Literacy & Culturally Responsive Pedagogy;	Not licensed in NC as teacher or as administrator, per NC DPI online verification system.  NBCT in Oakland, CA for early and middle childhood reading.	
McFarland, Dr. Edward	WCPSS	Chief of Academic Advancement	NO	NO	NO	NO MATH DEGREE; Degree type: Unknown.	NO MATH LICENSE. Music K-12; Curriculum Instructional Specialist; School Administrator: Principal; School Administrator: Superintendent	
Pierrie, Teresa	Wake Ed Partnership	Director of Programs at Wake Ed Partnership  Cathy Moore is on Board of Directors for WEP) <a href="http://www.wakeed.org/about/directors/">http://www.wakeed.org/about/directors/</a> (WEP is AFFILIATED WITH WCPSS OFFICE OF EQUITY AFFAIRS' CHRISTINA SPEARS, who is involved in beginning teacher program at WEP)	NO	NO	NO	NO MATH DEGREE.	NO MATH LICENSE. English Teacher- high school; Principal license	
Pittman, Brian	WCPSS	Sr. Director of High School Programs	NO	NO	NO	NO MATH DEGREE.	NO MATH LICENSE. NC licensed in Social Studies 9-12 & Principal license.	

Spruill Roberts, La'Keisha	WCPSS	Director of Intervention and Advanced Learning Services	NO	NO	NO	NO MATH DEGREE. Unknown if other degree held.	No NC Teaching or supervisor license found	
Tillery, Dr. Denise	WCPSS	Sr. Director of Curriculum Development	NO	NO	NO	NO MATH DEGREE. Unknown what her doctrate is in.	NC license content area: <b>Elementary Education (K-6)</b> ; Curriculum Instructional Specialist; School Administrator: Superintendent; School Administrator: Principal	
Tucker, Michelle	WCPSS	Director of K-12 Math	NO	NO	NO	Degree type is unknown.	<b>NC License: Mathematics 6-9; NOT LICENSED IN HIGH SCHOOL MATH;</b> Curriculum Instructional Specialist <b>Elementary Education (K-6) Pre-K, Kindergarten Add-On</b>	N/A
Waddill, Mollie	?	Parent- Broughton	?	?	?	Degree type is unknown	No NC teaching licenses.	BROUGHTON: Free/reduced lunch: 37%; White: 49% Black: 30% Hispanic: 15%
Student A	N/A	Student (grade 12)-Athens Drive	NO	NO	NO	NO	NO	ATHENS DR HS: Free/reduced lunch: 41% White:44% Black: 26% Hispanic: 19%

Student B	N/A	Student (grade 9)-Panther Creek	NO	NO	NO	NO	NO	PANTHER CREEK HS: Free/reduced lunch: 7% White: 51% Black: 11% Hispanic: 7%
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## EXHIBIT B

**From:** Denise Tillery \_ Staff - CurriculumInst  
**Sent:** Monday, March 25, 2019 12:21 PM  
**To:** Sonia Dupree \_ Staff - CurriculumInst; Michelle Tucker \_ Staff - CurriculumInst; Drew Cook \_ Staff - Academics  
**Cc:** Anna Jackson \_ Staff - HighSchoolEducation  
**Subject:** Re: Survey of Teacher Perception MVP Curriculum

You can let him know that there will be a section of the WCPSS Teacher Survey dedicated to MVP. As far the 2nd, question we will investigate in our meeting with Communications this week. Finally, if teachers refuse to use the curriculum would be a school based administrative action.

thanks

Dr. Denise Tillery, Ed.D.  
Sr. Director of Curriculum Development  
Wake County Public School System  
5625 Dillard Drive  
Cary, NC 27518

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**From:** Sonia Dupree \_ Staff - CurriculumInst  
**Sent:** Monday, March 25, 2019 12:12 PM  
**To:** Michelle Tucker \_ Staff - CurriculumInst; Denise Tillery \_ Staff - CurriculumInst; Drew Cook \_ Staff -

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Saturday, June 15, 2019 at 6:13:34 PM Eastern Daylight Ti

Academics  
**Cc:** Anna Jackson \_ Staff - HighSchoolEducation  
**Subject:** Fw: Survey of Teacher Perception MVP Curriculum

Let me know how you want to proceed.

Sonia K. Dupree  
Senior Administrator for High School Mathematics  
Wake County Public School System  
5625 Dillard Drive  
Cary, NC 27518  
919.533.7193 [sdupree@wcpss.net](mailto:sdupree@wcpss.net)

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**From:** Brett Congleton \_ Staff - WakeForestHS  
**Sent:** Monday, March 25, 2019 11:41 AM  
**To:** Sonia Dupree \_ Staff - CurriculumInst  
**Subject:** Survey of Teacher Perception MVP Curriculum

## EXHIBIT C



**From:** Jennifer Curtis <[jencurtis14@gmail.com](mailto:jencurtis14@gmail.com)>

**Sent:** Wednesday, April 10, 2019 7:15:56 PM

**To:** James Martin \_ Staff - Superintendent; Keith Sutton \_ Staff - Superintendent; Heather Scott \_ Staff - Superintendent; Monika Johnson Hostler \_ Staff - Superintendent; Roxie Cash \_ Staff - Superintendent; Christine Kushner \_ Staff - Superintendent; Chris Heagarty \_ Staff - Superintendent; Lindsay Mahaffey \_ Staff - Superintendent; Bill Fletcher \_ Staff - Superintendent

**Cc:** Denise Tillery \_ Staff - CurriculumInst; Michelle Tucker \_ Staff - CurriculumInst; Sonia Dupree \_ Staff - CurriculumInst

**Subject:** MVP curriculum and learning cycles

Dear Chairman Martin, Vice Chairman Sutton and Board Members,

I am writing to you (and cc WCPSS instructional leadership) regarding the Math Vision Project Curriculum (MVP) adopted by Wake County for high school mathematics. Please allow me a moment to provide you some professional background information.

I currently serve as President of Emerald Education, an educational services firm in Durham. We work with schools, districts, and school boards across NC and in several other states. In my previous role at the NC Department of Public Instruction (DPI), I had the pleasure of serving students, parents, guardians, educators, and community members as the Section Chief (Director) of K-12 Mathematics for NC. During my tenure at DPI (2013-2017), I led the review and revision of mathematics standards and worked closely with our State Board of Education and Superintendent Atkinson to develop an implementation and support plan for teachers. I also worked with principals, CAOs, superintendents, IHEs, and the business community across the state. Prior to my role at DPI, I was a district leader in Nash-Rocky Mount, and have also served as a principal and secondary mathematics teacher. I have co-authored several educational research articles, was on the NCTM writing team for [Catalyzing Change in High School Mathematics](#) (NCTM, 2017) and worked as a Research Analyst in Mathematics at RTI International while building Emerald Education.

I have followed the media coverage of the concerns of a few dozen parents regarding MVP. I am very familiar with the curriculum. My hope is that the information I share with you will provide some additional clarity regarding the history of learning cycles and high quality mathematics instruction in NC. The CMI learning cycle that the MVP curriculum was built upon is research-based and is what researchers, practitioner experts, and mathematicians agree is the best choice for students and teachers due to its task-based instruction combined with development of deep conceptual understanding and procedural fluency. In my current capacity, I only work with curriculums that employ a learning cycle and are based upon tasks that are accessible to each and every student.

The learning cycle, MVP tasks and Open Up Resources have been used in NC professional learning opportunities for years. In fact, while at DPI, I partnered with our friends in higher education at several institutions in NC to build a statewide mathematics collaborative ([nc2ml.org](http://nc2ml.org)). Funded with federal reversion money from our Math Science Partnership Grant, we co-developed an online professional learning community in Canvas, a learning management system. We also hosted "Just in Time" webinars three times



per month. Districts and schools all over the state gathered their high school math teachers together to participate. I share this background because I believe it gives you context for what I am about to share. The entire Canvas site for teachers (<https://www.nc2ml.org/high-school-teachers/high-school-teachers-2/>) was designed using MVP tasks and student work from teachers implementing the tasks. Most importantly, the CMI learning cycle was a part of that work as well as much of the work I do now. There have also been several small research studies conducted on the Collaborative. Many tasks in DPI's unpacking guides for secondary mathematics (Math Resource for Instruction (MRI) at high school level) come from Open Up Resources and MVP.

As with any implementation of an innovation, there are shifts in thinking and practice that are required for success. These shifts can be large or small depending upon a person's experiences, beliefs, attitudes, and practices. I applaud Wake County Public Schools, and you as their governing Board, for your forward-thinking and the teacher and student investment you have made. My children are now 27 and 24 and I wish that they could have been students in your district using this learning cycle and high quality mathematics resources such as MVP and Open Up Resources (middle school).

As I am sure you are aware, there has been a shift in many areas of mathematics learning including standards with higher expectations of what students should know and be able to do as well as the implementation of mathematical practice standards. I truly believe that educating parents, teachers, and community members about these shifts might help. I am attaching a few research briefs (the Vision Brief might be very helpful!) that could be used though I am quite certain that your capable staff have done all they can to this end. My only goal is to be supportive and another voice that you may not often hear, a mathematics expert outside of your district. My motivation is solely to educate you as a member of the broader mathematics community and concerned educator.

Lastly, while I, nor we (Emerald Education), have absolutely no fiduciary connection to MVP, we do offer implementation and fidelity services for curriculum implementation in mathematics and ELA to many districts and schools so we are familiar with a variety of curriculums. We also offer our services on grants and RFPs to work with leaders of schools and districts. One such grant application involved the MVP curriculum and supporting districts in NC. I disclose this intentionally and I am not attempting to pitch anything, nor would my work be impacted. That application was submitted long before the current situation. I would have written this email regardless of the grant application.

Thank you for your time. Please do not hesitate to contact me as I am happy to provide any other information you may need or to develop context in the future.

Sincerely,

Jennifer L. Curtis, Ed.D.

919-532-6817 office

## **Concerns About the Curriculum Review Committee Part B**

The Curriculum Review Committee did not review the 28 Workbooks or any of the Teacher Facilitator Guides in Question. See EXHIBIT D (part of the Curriculum Review Committee Report).

If violations are directly related to the specifics in the curriculum, there is no way to conduct a valid investigation without reviewing all materials in question.

Even after a committee member emailed Michelle Tucker with questions about having access to such materials as there, she was brushed off and not given the information. See EXHIBIT E (Email from Committee Member requesting materials and Michelle Tucker's response).

Therefore, all findings should be considered invalid.

The Curriculum Review Committee was given misinformation or misleading information in their binders, including but not limited to:

- Including information about cost per student when not all true costs are known per Denise Tillery. See EXHIBIT F (Email from Denise Tillery).
- Stating that MVP curriculum aligns to the state standards and not fully disclosing the fraudulent way MVP was selected. MVP was passed through the nonnegotiable criteria on the IMET rubric as evidenced by WCPSS staff stated it meet state standards and the evidence they provided was information from a review by Washington State, which has absolutely nothing to do with North Carolina Standards. Please note WCPSS staff noted on the rubric for Apex Learning option, "These courses are not aligned to the NC Math 1,2, 3 Standards - several topics would need to be moved from one course to another." What is interesting to note is what was said about Apex Learning should have been said about MVP if WCPSS was being honest. This is evidenced by the notation and complete reorganization, deletion of tasks, creation of tasks, and creation of complete workbooks required in order to get MVP to align to North Carolina Standards. See EXHIBIT G (IMET rubric results) and EXHIBIT H (all of the modifications and new material required to align MVP to state standards).
- Using grade information without providing each school's grading policies, raw scores students received before any "fluffing." For example, my daughter's

grades were bumped during the third quarter due to new policies put in place third quarter of this school year (the set of grades considered to show that there was little to no impact on grades). She received 47 extra points on 3 quizzes for doing NOTHING. Additionally, she received an additional 24 points for doing corrections for 2 quizzes; that's an additional 71 points added to bump her third quarter grade. This was very pertinent information that was withheld from the committee and again invalidates information shared with the committee. See EXHIBIT I (Powerschool Screenshots).

- Textbook funding was used in the information, but WCPSS chose to withhold key pieces, such as the OVER \$51 MILLION they did in fact receive from 2008-2019 and how they chose to spend it versus spending the money on well-vetted textbooks. See EXHIBIT J (chart from WCPSS on true textbook funds received) and EXHIBIT K (email from Tim Simmons noting how textbooks funds were not used on textbooks).

## EXHIBIT D

Exhibit C lists errors and opinions about the MVP materials from teachers and tutors. It is unclear how many teachers and tutors provided feedback, but this should be a resource for the district to consider for revising the materials or providing teachers with information so they can anticipate inaccuracies. However, some of the "errors" are, in fact, inaccurate.

I had hopes of reviewing the accuracy of each claim in Exhibit C, however I do not have access to the WCPSS MVP materials that were referenced in each claim and the page numbers in Exhibit C do not align to what is posted on the MVP website. However, from just my knowledge of mathematics and my experiences teaching mathematics, here are a few points that I believe are inaccurate (again, this is without access to the materials:

## EXHIBIT E

**Subject:** Re: Curriculum Review Committee

**Date:** Thursday, May 16, 2019 at 9:41:58 AM Eastern Daylight Time

**From:** Michelle Tucker \_ Staff - CurriculumInst

**To:** Erin Krupa, Denise Tillery \_ Staff - CurriculumInst

Hi Erin,  
See below for answers to your questions...

Thanks,  
~Michelle

Michelle Tucker  
Director K-12 Mathematics  
Wake County Public Schools  
[mtucker@wcpss.net](mailto:mtucker@wcpss.net)  
(919) 533-7020

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**From:** Erin Krupa <[eeekrupa@ncsu.edu](mailto:eeekrupa@ncsu.edu)>  
**Sent:** Wednesday, May 15, 2019 10:39 PM  
**To:** Denise Tillery \_ Staff - CurriculumInst  
**Cc:** Michelle Tucker \_ Staff - CurriculumInst  
**Subject:** Re: Curriculum Review Committee

Good morning, Denise and Michelle.

I have two questions (currently) that will help me with my review:

1.) On pages 15-19 of the violation there is a list of mathematical errors in the MVP curriculum. I could not align the pages numbers of the materials with what is on the MVP site. Do you think those are in reference to WCPSS specific materials? I just wanted to verify the accuracy of those claims, but can't figure out where the student materials are located. Could you please help me access the materials they are referencing, or maybe their numbering is just off.

*Those pages are quotes from teachers/tutors that parents have elicited feedback from in regards to the overall curriculum. It could be from either the MVP units or the WCPSS-created ones.*

2.) Was Gartner hired as an independent contractor to help with the adoption?

*Yes, Gartner was contracted to facilitate the procurement process for all content areas who were adopting.*

Thanks,  
Erin

Erin Krupa, Ph.D., Mathematics Education  
Assistant Professor  
Science, Technology, Engineering, and Mathematics Education  
502L Poe Hall  
P: 919-513-2803  
[eeekrupa@ncsu.edu](mailto:eeekrupa@ncsu.edu)

North Carolina State University  
Campus Box 7801  
Raleigh, NC 27695

**NC STATE**

## EXHIBIT F

Denise Tillery \_ Staff - CurriculumInst  
Fri 3/29, 5:30 PM

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Dear Ms. Carter,

At your request we are able to provide the following information pertaining to the costs of MVP since implementation began in 2017-2018. Please be reminded that state allotments for textbooks had ceased 10 years prior which created an inequity across districts and schools within a district. In addition, there was minimal professional learning for math educators during that time. Hence, the budget for math textbooks or curriculum was zero dollars.

Professional Development June 2017-June 2019	\$567,450.00	
MVP Resources (Licenses, Homework Videos)	\$655,540.00	Thru June 30, 2022
Substitute Teachers (2018-2019 only)	\$107,200.00	Several training days were held during the summer, requiring no substitute teachers;
Printing (2018-2019 only)	\$110,163.00	Printing costs for 2017-2018 are not readily available at this time as they were bundled with another large printing project.

**\*Total Cost of Implementation** **\$1,440,353.00** \*Based on readily available data as of 3/28/19

As indicated above, the greatest portion of this multi-year budget has been spent on resources and supporting teachers. We hope that this information is helpful to you.

Dr. Denise Tillery, Ed.D.  
Sr. Director of Curriculum Development  
Wake County Public School System  
5625 Dillard Drive  
Cary, NC 27518

## EXHIBIT G

Untitled document - Google Doc x wakelMET.xlsx - Google Sheets x +

https://docs.google.com/spreadsheets/d/1-M\_MhQR7YtOSleuLvj4xHed8Jqs46u/edit?gid=688855552

wakelMET .xlsx

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These courses are not aligned to the NC Math 1, 2, 3 Standards - several topics would need to be moved from one course to another. For example, there are no quadratics in the 1st Math course and this is a huge part of Math I in NC.

Name	What curriculum did you review?	Non-Negotiable 1: Overall Evidence	Strengths/Weaknesses
Melissa, Christina, Anna, Angie	Apex Learning	These courses are not aligned to the NC Math 1, 2, 3 Standards - several topics would need to be moved from one course to another. For example, there are no quadratics in the 1st Math course and this is a huge part of Math I in NC.  The following metrics do not meet: Metric 1G and Metric 1H	Strength: Would be beneficial for working at their own pace. Weak: standards are not listed within the alignment document was sent), th with the practice standards are su Doesn't help student and teacher role of the practice standards
Sonia & Christina	Pearson Integrated		

+ HS Math Explore

9:34



**Information extracted from above for Apex Learning: These courses are not aligned to the NC Math 1,2, 3 Standards - several topics would need to be moved from one course to another. For example, there are no quadratics in the 1st Math course and this is a huge part of Math I in NC.**

	A	B	W	X
1	Name	What curriculum did you review?	Non-Negotiable 1: Overall Evidence	Strengths/Weaknesses
	Anna and Sonia Glenda	Math Visions Project	<p>Summary from a reviewer in the report: "This course contains 8 units each having between 6 and 14 lessons. Each lesson is designed around a rich task with a significant standard at its center. The task serves as the focal point from which the teacher is directed to provide engaging activities addressing this standard as well as several related standards. Each lesson also contains a "Ready, Set, Go Homework" assignment.</p> <p>The "Ready", "Set", and "Go" sections of the assignment respectively serve to provide practice on content that underlies the current standard, connects to the current standard, and underlies an upcoming standard. For example, at the center of Lesson 3 in Module 3 is the standard F-LE.1: Distinguish between situations that can be modeled with linear functions and with exponential functions. The focus for each section of the homework assignment are as follows.</p> <p>Ready: Recognizing the greater rate of change when comparing 2 linear functions or 2 exponential functions.  Set: Representations of linear and exponential functions.  Go: Recursive and explicit equations of geometric sequences.</p> <p>This course was clearly designed with focus through coherence in mind. The rigor in application and concept is robust. For significant content, procedural rigor is accomplished through the classroom experiences and the spiral reviews found in the homework assignments. For the remaining content the practice needed for mastery may not be sufficient. The richness of the tasks provides the teachers with endless opportunities for pre- and formative assessment. Formal assessments are not abundant and need to be created.</p>	<p>Strengths: focus, coherence, rigor addressed; lessons aligned to standards; Task and activity based student-centered small group learning</p> <p>Weaknesses: having enough practice answer keys for HW in free version; purchase Enhanced Teacher Edition include the answer keys</p>

**(Information extracted from above for MVP)**

**Summary from a reviewer in the report: "This course contains 8 units each having between 6 and 14 lessons. Each lesson is designed around a rich task with a significant standard at its center. The task serves as the focal point from which the teacher is directed to provide engaging activities addressing this standard as well as several related standards. Each lesson also contains a "Ready, Set, Go Homework" assignment.**

**The "Ready", "Set", and "Go" sections of the assignment respectively serve to provide practice on content that underlies the current standard, connects to the current standard, and underlies an upcoming standard. For example, at the center of Lesson 3 in Module 3 is the standard F-LE.1: Distinguish between situations that can be modeled with linear functions and with exponential functions. The focus for each section of the homework assignment are as follows.**

**Ready: Recognizing the greater rate of change when comparing 2 linear functions or 2 SW functions.**

**Set: Representations of linear and exponential functions.**

**Go: Recursive and explicit equations of geometric sequences.**

**This course was clearly designed with focus through coherence in mind. The rigor in application and concept is robust. For significant content, procedural rigor is accomplished through the classroom experiences and the spiral reviews found in the homework assignments. For the remaining content the practice needed for mastery may not be sufficient. The richness of the tasks provides the teachers with endless opportunities for pre- and formative assessment. Formal assessments are not abundant and need to be created.**

Much is required from the teacher to ensure that the attention to focus, coherence, and rigor result in achievement. There is much expected of the learner as well. The learner must internalize and exhibit many of the mathematical practices in order to productively engage in the work. Additionally, the course assumes that students enter the course with necessary prerequisite understanding and skills. Direction is given to teachers throughout the course to support students with conceptual deficits but aside from the first few units (modules) there are few supports provided students with procedural deficits.

Led by a proficient teacher, and with additional assessments and practice exercises, this course could be outstanding. In its current state, in the hands of a basic teacher, it could flop.

I would use these materials in my classroom: Strongly Agree"; We agree with this summary of the materials; Note that Math 1 course has been revised to address some of the concerns noted in the 2013 report; a new 2016 version has been released

FULL IMET RUBRIC REPORT FOUND [HERE](#).

## EXHIBIT H

### Summary of Units by Course 2018-19

Note: Tasks or units that were created or added were to ensure alignment to the North Carolina Standards. Tasks that were removed did not align to the North Carolina Standards.

#### Math 1

Unit	MVP Module	WCPSS Changes to Tasks*
Unit 1: Sequences	MVP Secondary Math 1 Module 1 Sequences	None
Unit 2: Linear and Exponential Functions	MVP Secondary Math 1 Module 2 Linear & Exponential Functions	Created tasks: <ul style="list-style-type: none"> <li>• 2.0 Do You Have the Power?</li> <li>• 2.6b Up a Little, Down a Little</li> <li>• 2.6c What Makes a Population Change?</li> </ul>
Unit 3: Features of Functions	MVP Secondary Math 1 Module 3 Features of Functions	None
Unit 4: Solving Equations and Inequalities	MVP Secondary Math 1 Module 4 Solving Equations and Inequalities	Task 4.3 rewritten to include literal equations

Unit 5: Connecting Algebra and Geometry		WCPSS created unit incorporating tasks 8.1 Go the Distance and 8.3 Prove It! from MVP Secondary Math 1 Module 8 Connecting Algebra & Geometry
Unit 6: Systems of Equations and Inequalities	MVP Secondary Math 1 Module 5 Systems of Equations and Inequalities	
Unit 7: Quadratic Functions Part 1		WCPSS created unit
Unit 8: Quadratic Functions Part 2		WCPSS created unit using area model ideas from MVP Secondary Math 2 Module 2 Structures of Expressions
Unit 9: Modeling with Data	MVP Secondary Math 1 Module 9 Modeling Data	

\*Additional tasks and units were created in collaboration with Chapel Hill-Carrboro City Schools.

## Math 2

Unit	MVP Module	WCPSS Changes to Tasks*
Unit 1: Transformations and Symmetry	MVP Secondary Math 1 Module 6 Transformations and Symmetry	Removed Task 6.2
Unit 2: Congruence, Constructions, and Proof	MVP Secondary Math 1 Module 7 Congruence, Constructions, and Proof	Removed Task 7.6
Unit 3: Quadratic Functions	MVP Secondary Math 2 Module 1 Quadratic Functions	None
Unit 4: Structures of Expressions	MVP Secondary Math 2 Module 2 Structures of Expressions and Tasks 3.3 It All Adds Up and 3.4 Pascal's Pride from MVP Secondary Math 3 Module 3 Polynomial Functions	None
Unit 5: Solving Quadratics	MVP Secondary Math 2	Removed page on arithmetic

and Other Equations	Module 3 Solving Quadratics and Other Equations	of polynomials in Task 3.10
Unit 6: Square Root and Inverse Variation Functions		WCPSS created unit
Unit 7: Geometric Figures	MVP Secondary Math 2 Module 5 Geometric Figures	Removed tasks 5.7-5.9
Unit 8: Similarity and Right Triangle Trigonometry	MVP Secondary Math 2 Module 6 Similarity and Right Triangle Trigonometry and MVP Secondary Math 3 Module 5 Modeling with Geometry Task 5.5 Special Rights	Removed task 6.9
Unit 9: Probability	MVP Secondary Math 2 Module 9 Probability and MVP Secondary Math 3 Module 9 Statistics Task 9.7 Slacker's Simulation	Added Illustrative Math task False Positive Test Results

\*Additional tasks and units were created in collaboration with Chapel Hill-Carrboro City Schools

### Math 3

Unit	MVP Module	WCPSS Changes to Tasks*
Unit 1: More Functions, More Features	MVP Secondary Math 2 Module 4 More Functions, More Features	None
Unit 2: Functions and Their Inverses	MVP Secondary Math 3 Module 1 Functions and Their Inverses	None
Unit 3: Exponential Functions	MVP Secondary Math 3 Module 2 Logarithmic Functions	Modified Task 2.2 Falling Off a Log; removed tasks 2.3 and 2.4; created Task 2.5b Bacteria Gone Wild!; created Compound Interest Introduction; created Tasks 2.6b Falling Apart, 2.6c Twice as Nice/Half as Much, and 2.8 Sanitize It!
Unit 4: Polynomial Functions	MVP Secondary Math 3	Removed Tasks 3.3 and 3.4

	Module 3 Polynomial Functions	
Unit 5: Rational Functions	MVP Secondary Math 3 Module 4 Rational Expressions & Functions	None
Unit 6: Geometric Figures	MVP Secondary Math 2 Module 5 Geometric Figures Tasks 5.7-5.9 and MVP Secondary Math 2 Module 8 Circles and Other Conics Tasks 8.1-8.3	Modified Taks 5.9 to include geogebra activity
Unit 7: Circles	MVP Secondary Math 2 Module 7 Circles: A Geometric Perspective	Rewrote Task 7.1 Irrigation Situation; removed Tasks 7.4 and 7.5; created Task 7.3b Segment Lengths in Circles
Unit 8: Modeling with Geometry	MVP Secondary Math 5 Modeling with Geometry Tasks 5.1-5.4	None
Unit 9: Trigonometric Functions	MVP Secondary Math 3 Modeling Periodic Behavior Tasks 6.1-6.10	None
Unit 10: Statistics	MVP Secondary Math 3 Module 9 Tasks 9.5 and 9.6	Added Fred's Flare Formula, Distracted Driving and Misleading Statistics Tasks

\*Additional tasks and units were created in collaboration with Chapel Hill-Carrboro City Schools

## EXHIBIT I

8:25

4G LTE 68%

## Grade Details



NC Math 2 Honors - 2(A-B)

Karl Redelfs



Grade

90

Percent

90

Reporting  
Term

E1

### Assignments

Final Exam

Mon Jun 10, 2019

90

90/100

Test

Final Exam Raw Score

Mon Jun 10, 2019

67

66.7/100

Test



## Assignment Details



### Quiz 1.1

NC Math 2 Honors - 2(A-B)

Karl Redelfs

Due Date

Tue Jan 29, 2019

Letter Grade

76

Score

75.56 / 100

Category

Quiz >

Abbrev.

### Score Comments

Original Score: 60 Adjusted grade due to Justin W. Carrington's instructional update policy.

## Assignment Details



### Quiz 2.1

NC Math 2 Honors - 2(A-B)

Karl Redelfs

Due Date

Mon Feb 11, 2019

Letter Grade

77

Score

76.67 / 100

Category

Quiz >

Abbrev.

### Score Comments

Original Score:71.67 Adjusted grade due to Justin W. Carrington's instructional update policy.

## Assignment Details



### Quiz 3.1

NC Math 2 Honors - 2(A-B)

Karl Redelfs

Due Date

Tue Feb 19, 2019

Letter Grade

86

Score

86.25 / 100

Category

Quiz >

Abbrev.

### Score Comments

Original Score: 60 Adjusted grade due to Justin W. Carrington's instructional update policy.

## Assignment Details



### Quiz 4.1

NC Math 2 Honors - 2(A-B)

Karl Redelfs

Due Date

Fri Mar 01, 2019

Letter Grade

75

Score

75 / 100

Category

Quiz >

Abbrev.

### Score Comments

Submitted quiz corrections. Original score: 62.5

## Assignment Details



### Quiz 5.1

NC Math 2 Honors - 2(A-B)

Karl Redelfs

Due Date

Thu Mar 21, 2019

Letter Grade

79

Score

79.26 / 100

Category

Quiz >

Abbrev.

### Score Comments


Original Score: 68.89 Student did quiz corrections to show Mastery



## EXHIBIT J

	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
<b>130 State Textbook Account</b>											
Initial Allotment	\$ 6,287,737	\$ 6,908,941	\$ 6,583,979	\$ 4,591,410	\$ 2,320,498	\$ 2,193,231	\$ 2,146,202	\$ 2,164,388	\$ 245,408	\$ 5,753,523	\$ 9,371,859
Reduction for Charter School based on 1st month ADM	\$ (49,188)	\$ (67,766)	\$ (26,467)	\$ (11,765)	\$ (26,317)	\$ (6,217)	\$ (6,260)	\$ (4,787)	\$ (176)	\$ (6,153)	\$ (25,383)
LEA Reduction for Virtual Charters	\$ (16,820)	\$ (14,226)	\$ (4,939)	\$ (3,544)	\$ (1,555)	\$ (3,365)	\$ (1,555)	\$ (3,365)	\$ (1,293)	\$ (25,428)	\$ (40,220)
Indian Gaming Allotments	\$ 1,242,126	\$ 629,029	\$ 618,710	\$ 615,049	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LEA Adjustment for Charter Schools	\$ -	\$ 2,395	\$ -	\$ -	\$ 2,898	\$ 2,153	\$ 1,383	\$ 1,660	\$ 130	\$ 3,871	\$ 4,096
NCVPS Reduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (335)	\$ -	\$ -
	<u>\$ 7,463,855</u>	<u>\$ 7,455,978</u>	<u>\$ 7,178,617</u>	<u>\$ 5,186,211</u>	<u>\$ 2,305,294</u>	<u>\$ 2,187,612</u>	<u>\$ 2,137,960</u>	<u>\$ 2,161,261</u>	<u>\$ 243,734</u>	<u>\$ 5,725,813</u>	<u>\$ 9,310,352</u>
Increase from previous year	\$ 7,877	\$ 277,361	\$ 1,992,406	\$ 2,880,917	\$ 117,682	\$ 49,652	\$ (23,301)	\$ 1,917,527	\$ (5,482,079)	\$ (3,584,539)	\$ -
Percent Change	0%	4%	38%	125%	5%	2%	-1%	787%	-96%	-39%	-
WCPSS 2nd month average daily membership	160,471	160,429	159,549	157,180	155,184	153,300	149,730	146,848	143,299	139,599	137,706

## EXHIBIT K


**Tim Simmons**  
 Jun 24, 7:24pm

Ms. Carter, please see attached for the state's textbook allotments to WCPSS in total and by formula as requested in question #2 of 3 of this request. Items purchased in question #3 of 3 is not available centrally. This is due to the way in which textbook money is allotted to schools. More specifically, the school can use state textbook money allotted to them for different items such as the printing of math materials and replenishment of science materials as well as expenses related to general classroom supplies and materials. While the total amount expended within the budget code that identifies the school is tracked centrally, the specific items purchased with the funding are not. This provides schools that have different needs the flexibility to spend money on those different needs without seeking central approval for every purchase. The district can, of course, audit a school's spending down to the dollar if or as needed, but that is not expected by policy or law.

Thanks for your patience while I tracked down the details regarding this request.

Tim